

Effective 1/24/2018

Part 2 School Accountability System

53E-5-201 Definitions.

As used in this part:

- (1) "Lowest performing 25% of students" means the proportion of a school's students who scored in the lowest 25% of students in the school on a statewide assessment based on the prior school year's scores.
- (2) "Statewide assessment" means one or more of the following, as applicable:
 - (a) a standards assessment described in Section 53E-4-303;
 - (b) a high school assessment described in Section 53E-4-304;
 - (c) a college readiness assessment described in Section 53E-4-305; or
 - (d) an alternate assessment administered to a student with a disability.

Amended by Chapter 186, 2019 General Session

53E-5-202 Statewide school accountability system -- State board rulemaking.

- (1) There is established a statewide school accountability system.
- (2) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the state board shall make rules to implement the school accountability system in accordance with this part.

Amended by Chapter 408, 2020 General Session

53E-5-203 Schools included in school accountability system -- Other indicators and point distribution for a school that serves a special student population.

- (1) Except as provided in Subsection (2), the state board shall include all public schools in the state in the school accountability system established under this part.
- (2) The state board shall exempt from the school accountability system:
 - (a) a school in which the number of students tested on a statewide assessment is lower than the minimum sample size necessary, based on acceptable professional practice for statistical reliability, or when release of the information would violate 20 U.S.C. Sec. 1232h, the prevention of the unlawful release of personally identifiable student data;
 - (b) a school in the school's first year of operations if the school's local school board or charter school governing board requests the exemption; or
 - (c) a high school in the school's second year of operations if the school's local school board or charter school governing board requests the exemption.
- (3) Notwithstanding the provisions of this part, the state board may use, to appropriately assess the educational impact of a school that serves a special student population:
 - (a) other indicators in addition to the indicators described in Section 53E-5-205 or 53E-5-206; or
 - (b) different point distribution than the point distribution described in Section 53E-5-207.

Amended by Chapter 186, 2019 General Session

53E-5-204 Rating schools.

- (1) Except as provided in Subsection (3), and in accordance with this part, the state board shall annually assign to each school an overall rating using an A through F letter grading scale where, based on the school's performance level on the indicators described in Subsection (2):
 - (a) an A grade represents an exemplary school;
 - (b) a B grade represents a commendable school;
 - (c) a C grade represents a typical school;
 - (d) a D grade represents a developing school; and
 - (e) an F grade represents a critical needs school.
- (2) A school's overall rating described in Subsection (1) shall be based on the school's performance on the indicators described in:
 - (a) Section 53E-5-205, for an elementary school or a middle school; or
 - (b) Section 53E-5-206, for a high school.
- (3) For the 2017-2018, 2018-2019, 2019-2020, and 2020-2021 school years, the state board:
 - (a) shall evaluate a school based on the school's performance level on the indicators described in Subsection (2) and in accordance with this part; and
 - (b) is not required to assign a school an overall rating described in Subsection (1).

Amended by Chapter 346, 2021 General Session

53E-5-205 Indicators for elementary and middle schools.

For an elementary school or a middle school, the state board shall assign the school's overall rating, in accordance with Section 53E-5-207, based on the school's performance on the following indicators:

- (1) academic achievement as measured by performance on a statewide assessment of English language arts, mathematics, and science;
- (2) academic growth as measured by progress from year to year on a statewide assessment of English language arts, mathematics, and science; and
- (3) equitable educational opportunity as measured by:
 - (a) academic growth of the lowest performing 25% of students as measured by progress of the lowest performing 25% of students on a statewide assessment of English language arts, mathematics, and science; and
 - (b) except as provided in Section 53E-5-209, English learner progress as measured by performance on an English learner assessment established by the state board.

Amended by Chapter 186, 2019 General Session

53E-5-206 Indicators for high schools.

For a high school, in accordance with Section 53E-5-207, the state board shall assign the school's overall rating based on the school's performance on the following indicators:

- (1) academic achievement as measured by performance on a statewide assessment of English language arts, mathematics, and science;
- (2) academic growth as measured by progress from year to year on a statewide assessment of English language arts, mathematics, and science;
- (3) equitable educational opportunity as measured by:
 - (a) academic growth of the lowest performing 25% of students as measured by progress of the lowest performing 25% of students on a statewide assessment of English language arts, mathematics, and science; and

- (b) except as provided in Section 53E-5-209, English learner progress as measured by performance on an English learner assessment established by the state board; and
- (4) postsecondary readiness as measured by:
 - (a) the school's graduation rate, as described in Section 53E-5-207;
 - (b) student performance, as described in Section 53E-5-207, on a college readiness assessment described in Section 53E-4-305; and
 - (c) student achievement in advanced course work, as described in Section 53E-5-207.

Amended by Chapter 186, 2019 General Session

53E-5-207 Calculation of points.

- (1)
 - (a) The state board shall award to a school points for academic achievement described in Subsection 53E-5-205(1) or 53E-5-206(1) as follows:
 - (i) the state board shall award a school points proportional to the percentage of the school's students who, out of all the school's students who take a statewide assessment of English language arts, score at or above the proficient level on the assessment;
 - (ii) the state board shall award a school points proportional to the percentage of the school's students who, out of all the school's students who take a statewide assessment of mathematics, score at or above the proficient level on the assessment; and
 - (iii) the state board shall award a school points proportional to the percentage of the school's students who, out of all the school's students who take a statewide assessment of science, score at or above the proficient level on the assessment.
 - (b)
 - (i) The maximum number of total points possible for academic achievement described in Subsection (1)(a) is 56 points.
 - (ii) The maximum number of points possible for a component listed in Subsection (1)(a)(i), (ii), or (iii) is one-third of the number of points described in Subsection (1)(b)(i).
- (2)
 - (a) Subject to Subsection (2)(b), the state board shall award to a school points for academic growth described in Subsection 53E-5-205(2) or 53E-5-206(2) as follows:
 - (i) the state board shall award a school points for growth of the school's students on a statewide assessment of English language arts;
 - (ii) the state board shall award a school points for growth of the school's students on a statewide assessment of mathematics; and
 - (iii) the state board shall award a school points for growth of the school's students on a statewide assessment of science.
 - (b) The state board shall determine points for growth awarded under Subsection (2)(a) by indexing the points based on:
 - (i) whether a student's performance on a statewide assessment is equal to or exceeds the student's academic growth target; and
 - (ii) the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores.
 - (c)
 - (i) The maximum number of total points possible for academic growth described in Subsection (2)(a) is 56 points.
 - (ii) The maximum number of points possible for a component listed in Subsection (2)(a)(i), (ii), or (iii) is one-third of the number of points described in Subsection (2)(c)(i).

- (3)
- (a) Subject to Subsection (3)(b), the state board shall award to a school points for equitable educational opportunity described in Subsection 53E-5-205(3) or 53E-5-206(3) as follows:
 - (i) the state board shall award a school points for growth of the school's lowest performing 25% of students on a statewide assessment of English language arts;
 - (ii) the state board shall award a school points for growth of the school's lowest performing 25% of students on a statewide assessment of mathematics;
 - (iii) the state board shall award a school points for growth of the school's lowest performing 25% of students on a statewide assessment of science; and
 - (iv) except as provided in Section 53E-5-209, the state board shall award to a school points proportional to the percentage of English learners who achieve adequate progress as determined by the state board on an English learner assessment established by the state board.
 - (b) The state board shall determine points for academic growth awarded under Subsection (3)(a) (i), (ii), or (iii) by indexing the points based on the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores.
 - (c)
 - (i) The maximum number of total points possible for equitable educational opportunity described in Subsection (3)(a) is 38 points.
 - (ii) The maximum number of points possible for the components listed in Subsection (3)(a)(i), (ii), and (iii), combined, is 25 points.
 - (iii) The maximum number of points possible for a component listed in Subsection (3)(a)(i), (ii), or (iii) is one-third of the number of the combined points described in Subsection (3)(c)(ii).
 - (iv) The maximum number of points possible for the component listed in Subsection (3)(a)(iv) is 13 points.
- (4)
- (a) The state board shall award to a high school points for postsecondary readiness described in Subsection 53E-5-206(4) as follows:
 - (i) the state board shall award to a high school points proportional to the percentage of the school's students who, out of all the school's students who take a college readiness assessment described in Section 53E-4-305, receive a composite score of at least 18 on the assessment;
 - (ii) the state board shall award to a high school points proportional to the percentage of the school's students who achieve at least one of the following:
 - (A) a C grade or better in an Advanced Placement course;
 - (B) a C grade or better in a concurrent enrollment course;
 - (C) a C grade or better in an International Baccalaureate course; or
 - (D) completion of a career and technical education pathway, as defined by the state board;
 and
 - (iii) in accordance with Subsection (4)(c), the state board shall award to a high school points proportional to the percentage of the school's students who graduate from the school.
 - (b)
 - (i) The maximum number of total points possible for postsecondary readiness described in Subsection (4)(a) is 75 points.
 - (ii) The maximum number of points possible for a component listed in Subsection (4)(a)(i), (ii), or (iii) is one-third of the number of points described in Subsection (4)(b)(i).
 - (c)

- (i) In calculating the percentage of students who graduate described in Subsection (4)(a)(iii), except as provided in Subsection (4)(c)(ii), the state board shall award to a high school points proportional to the percentage of the school's students who graduate from the school within four years.
- (ii) The state board may award up to 10% of the points allocated for high school graduation described in Subsection (4)(b)(ii) to a school for students who graduate from the school within five years.

Amended by Chapter 186, 2019 General Session

53E-5-208 Calculation of total points awarded -- Maximum number of total points possible.

- (1) Except as provided in Section 53E-5-209, the state board shall calculate the number of total points awarded to a school by totaling the number of points the state board awards to the school in accordance with Section 53E-5-207.
- (2) The maximum number of total points possible under Subsection (1) is:
 - (a) for an elementary school or a middle school, 150 points; or
 - (b) for a high school, 225 points.

Amended by Chapter 186, 2019 General Session

53E-5-209 Exclusion of English learner progress -- Calculation of total points awarded for a school with fewer than 10 English learners.

- (1) For a school that has fewer than 10 English learners, the state board shall:
 - (a) exclude the use of English learner progress in determining the school's overall rating by:
 - (i) awarding no points to the school for English learner progress described in Subsection 53E-5-207(3)(a)(iv); and
 - (ii) excluding the points described in Subsection 53E-5-207(3)(c)(iv) from the school's maximum points possible; and
 - (b) calculate the number of total points awarded to the school by totaling the number of points the state board awards to the school in accordance with Section 53E-5-207 subject to the exclusion described in Subsection (1)(a).
- (2) The maximum number of total points possible under Subsection (1) is:
 - (a) for an elementary school or a middle school, 137 points; or
 - (b) for a high school, 212 points.

Amended by Chapter 186, 2019 General Session

53E-5-210 State board duties -- Proficient level -- Student growth -- English learner adequate progress.

- (1)
 - (a) For the purpose of determining whether a student scores at or above the proficient level on a statewide assessment, the state board shall determine, through a process that evaluates student performance based on specific criteria, the minimum level that demonstrates proficiency for each statewide assessment.
 - (b) If the state board adjusts the minimum level that demonstrates proficiency described in Subsection (1)(a), the state board shall report the adjustment and the reason for the adjustment to the Education Interim Committee no later than 30 days after the day on which the state board makes the adjustment.

- (2)
 - (a) For the purpose of determining whether a student's performance on a statewide assessment is equal to or exceeds the student's academic growth target, the state board shall calculate, for each individual student, the amount of growth necessary to achieve or maintain proficiency by a future school year determined by the state board.
 - (b) For the purpose of determining the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores, the state board shall calculate growth as a percentile for a student using appropriate statistical methods.
- (3) For the purpose of determining whether an English learner achieves adequate progress on an English learner assessment established by the state board, the state board shall determine the minimum progress that demonstrates adequate progress.

Amended by Chapter 186, 2019 General Session

53E-5-211 Reporting.

- (1) Except as provided in Subsection (2), the state board shall annually publish on the state board's website a report card that includes for each school:
 - (a) the school's overall rating described in Subsection 53E-5-204(1);
 - (b) the school's performance on each indicator described in:
 - (i) Section 53E-5-205, for an elementary school or a middle school; or
 - (ii) Section 53E-5-206, for a high school;
 - (c) information comparing the school's performance on each indicator described in Subsection (1) (b) with:
 - (i) the average school performance; and
 - (ii) the school's performance in all previous years for which data is available;
 - (d) the percentage of students who participated in statewide assessments;
 - (e) for an elementary school, the percentage of students who read on grade level in grades 1 through 3; and
 - (f) for a high school, performance on Advanced Placement exams.
- (2) The state board shall collect, but is not required to publish the information described in Subsection (1) related to the 2020-2021 school year.
- (3) A school may include in the school's report card described in Subsection (1) up to two self-reported school quality indicators that:
 - (a) are approved by the state board for inclusion; and
 - (b) may include process or input indicators.
- (4)
 - (a) The state board shall develop an individualized student achievement report that includes:
 - (i) information on the student's level of proficiency as measured by a statewide assessment; and
 - (ii) a comparison of the student's academic growth target and actual academic growth as measured by a statewide assessment.
 - (b) The state board shall, subject to the Family Educational Rights and Privacy Act, 20 U.S.C. Sec. 1232g, make the individualized student achievement report described in Subsection (4) (a) available for a school district or charter school to access electronically.
 - (c) A school district or charter school shall distribute an individualized student achievement report to the parent of the student to whom the report applies.

Amended by Chapter 346, 2021 General Session

